

## LANGUAGE ARTS CRITERIA FOR AHD REVIEW

### ❖ English 9

Bases instruction on Indiana's Academic Standards for English/Language Arts.

- Literature
  - Includes reading and comprehension of a wide variety of genre (i.e. literature, expository material and technical documents).
  - Encompasses literary elements including story structure, author's purpose, terms and context clues to enhance understanding of the literary piece.
  - Stresses the importance of independent reading.
  - Fosters the development of vocabulary through the use of Greek and Latin roots.
- Composition
  - Applies the practice of writing coherent and focused essays that show a well-defined point of view and tightly reasoned argument.
  - Develops the students' ability to write for various audiences combining narrative, expository, persuasive and descriptive texts of at least 1,500 words.
  - Puts technology and the writing process into practice when creating composition pieces.
  - Emphasizes the practice of correct spelling, grammar, punctuation and style in the creating of all pieces.
- Oral Communication
  - Develops the ability to formulate judgments on various types of oral communication through class presentations and discussions.
  - Utilizes the library and media resources for research purposes.
  - Exposes students to a variety of speaking situations including interviewing, persuasive arguments, descriptive, expository, and narrative presentations.

If there are Honors or Accelerated Courses, is their distinction clear from the regular level?

### ❖ English 10

Bases instruction on Indiana's Academic Standards for English/Language Arts.

- Literature
  - Allows students to read and respond to historically and/or culturally significant works of literature such as those outlined on the state Reading List (See Standards at [www.doe.state.in.us/standards/welcom.html](http://www.doe.state.in.us/standards/welcom.html))
  - Provides evidence of studying different forms of literature (i.e. poetry, drama, novels, magazines, reference materials, newspapers, technical resources) and their components.
  - Continues to develop vocabulary through literary terms and glossaries, addressing word origins from diverse languages and history.
- Composition
  - Focuses assignments on the organization of ideas using descriptive, narrative and expository styles of writing (i.e. persuasive compositions, technical documents, literary responses, biographical narratives).
  - Creates an understanding of the role of evidence in supporting of a thesis and effectively incorporates supporting evidence.
  - Continues to use technology to further skills in refining the writing process.
  - Implements a further study of grammar, spelling, usage and language mechanics and encourages the use of appropriate manuals of style.
- Oral Communication
  - Employs effective delivery techniques in formal and extemporaneous presentations that combine various speech strategies (i.e. persuasive, expository).
  - Analyzes how verbal and nonverbal expressions (i.e. tone, gesture, vocabulary) impact the overall message, its audience and purpose.
  - Utilizes technology in oral presentations and/or group activities.

If there are Honors or Accelerated Courses, is their distinction clear from the regular level?

### ❖ English 11

Bases instruction on Indiana's Academic Standards for English/Language Arts.

- Literature

- Identifies methods and criteria of literary analysis, particularly in the forms of social, economic, or political paradigms and recurrent themes.
- Incorporates a major cannon of literature, its elements and authors distinct from that used at the previous level.
- Explores vocabulary through analogies, word meanings and interdisciplinary references (i.e. word roots and their use in mathematics and science).
- Composition
  - Encourages control of grammar, diction, paragraph and sentence structure and an understanding of English usage.
  - Formalizes and emphasizes the importance of writing process in completing the final draft and a finished product incorporating discussion, research and technology.
  - Integrates research skills and the use of technology to enhance the finished product.
- Oral Communication
  - Refines the ability to articulate complex ideas in an organizational way using advanced devices (i.e. rhetorical questions, imagery, figurative language, characterization) to achieve clarity, force and artistic effect.
  - Continues the emphasis on effective speaking and listening.
  - Integrates historical, nonverbal and socio-cultural attributes into speech (i.e. analysis of communication techniques in various media messages, audience appeal).

If there are Honors or Accelerated Courses, are they distinguishable from regular level?

#### ❖ English 12

Bases instruction on Indiana's Academic Standards for English/Language Arts.

- Literature
  - Applies critical analysis and reading skills from earlier courses to making solid judgments about quality and content in various types of literature.
  - Surveys different cultures, themes, and points of view.
  - Analyzes content within various types of expository texts including public documents.
  - Stresses the importance of independent, out of class reading.
  - Develops vocabulary through the analysis of words, ideas and expressions and their impact in defending the English language and its accurate use.
- Composition
  - Encourages a mastery of the writing process, which includes a clearly defined audience, purpose and thesis and a well-organized structure.
  - Practices polishing documents using technology.
  - Includes comprehensive projects (i.e. research papers) where students can demonstrate abilities to develop and support a thesis and to use proper language mechanics.
- Oral Communication
  - Promotes the presentation of organized facts and arguments.
  - Refines the analysis of oral messages being delivered and utilizing elements of logic, proof and reasoning.

If there are Honors or Accelerated Courses, are they distinguishable from regular level?

#### ❖ American Literature

- Bases instruction on Indiana's Academic Standards for English/Language Arts.
- Presents representative works and authors that span from pre-Revolutionary years to the present time.
- Surveys a wide variety of genre (i.e. poetry, novels, drama, essay, oratory).
- Explores a diversity of cultures (i.e. Native American, African-American).
- Includes written and oral components and exercises.

#### ❖ Biblical Literature

- Bases instruction on Indiana's Academic Standards for English/Language Arts.
- Surveys the Bible as a source of a wide variety of literary genres, patterns, themes and conventions.
- Incorporates classical and modern literature to provide a better understanding of Biblical references.
- Integrates writing and discussion.

- ❖ Biographies
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Explores techniques and conventions of the biographical writer.
  - Examines relationship between biographer and subject in order to determine authorial reliability.
  - Explores the different subcategories of biographical narrative (i.e. hagiography, autobiography, legendary narrative).
  - Studies biographies from different historical periods, cultures and authors.
  - Integrates writing and discussion.
- ❖ Classical Literature
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Surveys different authors in Greek and Roman literature.
  - Studies a variety of genre (i.e. tragedy, comedy, epic, lyric, novel, oratory).
  - Incorporates historical themes (i.e. transition from oral to literate cultures, the emergence of cities and empires, use of mythology).
  - Includes reading, oral discussion and written discourse.
- ❖ Contemporary Literature
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Focuses on literature from the 1950s to the present.
  - Emphasizes contemporary world issues and themes through literature.
  - Includes reading, creative/analytical writing and oral presentations.
- ❖ Dramatic Literature
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Studies elements of play that differentiate them from other literary genre (i.e. as a medium to be seen and heard but not read).
  - Provides opportunities to experience drama both firsthand (as participants) and second hand (as observers).
  - Studies several categories and historical periods of theatre and drama.
  - Requires students to express knowledge of theatre through creative, analytical and expository writing.
- ❖ English Literature
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Surveys representative literature by English speaking authors in a variety of genres (i.e. poetry, drama, the essay and the novel).
  - Provides opportunities for students to respond both analytically and reflectively through writing and classroom discussion.
- ❖ Ethnic Literature
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Studies literature and authors representative of a variety of different ethnic cultures.
  - Focuses on specific issues such as the formation or expression of identity and problems of a given ethnic group.
  - Integrates analytical and creative writing along with group discussion and oral reports.
- ❖ Film Literature
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Explores ideas and concepts used when literature is converted to film.
  - Looks at issues of human perception, visual interpretations and limitations of both film and literary media.
  - Integrates class discussion and writing assignments that explore and analyze issues of interpretation, production and cross-genre adaptation.
- ❖ Genres of Literature
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.

- Provides a study of techniques and conventions in various literary genres (i.e. poetry, drama, novel, short story, biography, journal, diary and essay).
  - Uses writing assignments and oral components of class discussion and presentations to explore limitations and special abilities of different genres.
- ❖ Indiana Literature
- Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Explores writers from various time periods in Indiana history through the present.
  - Analyzes literary genres and movements and how Indiana authors have contributed to them.
  - Critiques literary works through writing and discussion.
- ❖ Literary Movements
- Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Explores genres throughout history and literary movements (i.e. Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment and the periods of Romanticism, Realism, Naturalism, Modernism and Post-Modernism).
  - Connects these movements to developments in politics, philosophy, theology and the arts.
  - Incorporates writing and discussion activities to explore trends and movements.
- ❖ Novels
- Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Contrasts novels with other literary genres (i.e. short story, epic, romance, biography).
  - Explores features and issues of the novel including, but not limited to, its components, audience, purpose and historical development.
  - Includes novels representative of different periods of time and different cultures.
  - Incorporates writing and discussion to analyze the novels.
- ❖ Poetry
- Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Explores a variety of types (i.e. epic, romance, lyric and dramatic poetry).
  - Studies the aural devices of poetry and other elements (i.e. meter, alliteration, assonance and rhyme).
  - Encourages the independent reading of poetry for pleasure.
  - Integrates oral interpretation and creative writing, and visual art into the analysis of poetry.
- ❖ Short Stories
- Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Focuses on the relationships between the forms and meanings in short stories.
  - Contrasts short stories with other literary genres (i.e. novel, epic, romance, and biography).
  - Explores distinct features of the short story (i.e. tightly focused narrative, setting, conflict, climax, resolution).
  - Considers audience, purpose, and historical development.
  - Emphasizes modernist and contemporary themes.
- ❖ Themes in Literature
- Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Studies common literary themes (i.e. journey of the hero, the trials of youth, the search for identity) found in both Western and Eastern cultures and how different writers treat them.
  - Presents works and authors from different eras.
  - Integrates oral interpretations, music, and visual art into the analysis of themes in literature.
- ❖ Twentieth-Century Literature
- Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Puts heavy emphasis on Modernist period across Western and Eastern cultures.
  - Covers a variety of genres.
  - Includes classroom discussion, writing assignments, and presentations.

- ❖ World Literature
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Surveys and analyzes works by authors of various nationalities in the Western and Eastern work (or of different historical periods, themes or genres).
  - Integrates group discussion and written interpretations.
- ❖ Composition
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Provides students with opportunities to write for different audiences and purposes using elements of the writing process.
  - Incorporates peer sharing, feedback and role-playing into enhancement of the writing process.
  - Utilizes selected reading to model effective writing techniques.
  - Integrates appropriate language and vocabulary and the use of technology toward the development of composition pieces.
- ❖ Advanced Composition
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Furthers writing skills learned in other composition courses adding elements of preprinting and an increased emphasis on the proficiency of language and style.
  - Encourages the independence of students in terms of their ability to create topics for composition and publish their writing in available formats (i.e. school newspapers, contests, literary magazines).
  - Integrates oral component of presentations and use of technology (i.e. word processors) to support writing.
- ❖ Creative Writing
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Provides students with ample opportunities to combine literary creativity with written discourse.
  - Familiarizes students with the elements of literary writing through reading and study of published prose and poetry that can be applied to original writing.
  - Encourages students to respond to their own writing and that of others through peer sharing.
- ❖ Expository Writing
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Practices a variety of types of informative writing (i.e. essays, analysis, reports, research projects, consumer and business letters) intended for different audiences.
  - Integrates the writing process with audience analysis and the use of technology to publish a final draft.
  - Includes emphasis on research skills, editing and proofreading.
- ❖ Journalism\*
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Studies the process of newsgathering.
  - Explores legal and social responsibilities of the journalist
  - Uses journalistic techniques as models and discussions to evaluate journalistic writing.
- ❖ Library Media\*
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Provides instruction and practice in using procedures based upon library/information science theory.
  - Instructs students in the application and use of electronic resources for multimedia presentations and production/presentation technology.
  - Explores specific reference tools and the role of the library in the information age.
- ❖ Mass Media\*
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Provides a study of television, film, newspaper, radio and videotape as sources of information persuasion and creative expression.
  - Encourages students to generate mass media material.
  - Provides students with the opportunity to produce their own media productions.

- ❖ Student Publications\*
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Provides a study and practice of gathering information for print media.
  - Studies representative examples amateur and professional journalism, using the Associated Press Style Book and Manual as of the sources.
  - Utilizes tools of technology such as Word Processors and Desktop Publishing.
- ❖ Technical Communication
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Applies strategies of the writing process as well as research methods.
  - Explores ways to adapt technical information to both technical and non-technical audiences.
  - Requires students to produce technical reports of various lengths that adhere to accepted conventions of language, style, mechanics and format.
- ❖ Speech
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Applies the practice of adapting different kinds of speeches and oral presentations (i.e. viewpoint, instructional, demonstration, informative, persuasive and impromptu) to different audiences.
  - Practices expressing subject matter not just through speeches but also through creative, analytical and expository writing.
  - Develops listening skills
  - Integrates technology into the research process of preparing speeches.
  - Relates speaking assignments to literary genre.
- ❖ Advanced Speech and Communication
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Furthers organizational and preparation skills in producing formal speeches that accomplish one or more of the following: inform, motivate, entertain or persuade.
  - Furthers skills in listening and research methods and develops skill in oral interpretation, parliamentary procedure and oral debate.
- ❖ Debate
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Focuses on developing skills in research as well as technical and persuasive writing.
  - Explores argumentation and persuasion theories, including the development of skills in logic and analysis.
  - Integrates writing, public speaking and technical genre into the study of debate.
- ❖ Group Discussion\*
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Explores interview techniques, critical listening and the formulation of questions appropriate for group discussion.
  - Emphasizes preparation in terms of researching facts, developing informed opinions and organizing ideas.
- ❖ English as a New Language\*
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Advances proficiency in the listening, speaking, reading and writing of English as a new language.
- ❖ Etymology
  - Bases instruction on Indiana's Academic Standards for English/Language Arts.
  - Studies origins and meanings of English including roots, prefixes and suffixes.
  - Provides instruction in derivation of English words from Latin and Greek Origins.
  - Includes both written and oral components.
  - Provides opportunities to analyze various texts (i.e. Renaissance poetry).

- ❖ Grammar\*
    - Bases instruction on Indiana's Academic Standards for English/Language Arts.
    - Introduces students to grammatical terms and conventions (i.e. syntax, punctuation, spelling) in both written and oral communications.
  - ❖ Linguistics
    - Bases instruction on Indiana's Academic Standards for English/Language Arts.
    - Provides a study of language structures and patterns that enable humans to communicate in infinite number of ideas with finite grammar and vocabulary.
    - Introduces students to sub-categories of Linguistics including semantics, syntax and morphology.
  - ❖ AP English Language and Composition
    - Follows the College Board's Advanced Placement curriculum.
    - Includes frequent writing assignments including weekly in-class essays and periodic research papers.
    - Requires oral elements of class discussions and presentations.
    - Utilizes technical resources in producing and researching a comprehensive paper.
  - ❖ AP English Literature and Composition
    - Follows the College Board's Advanced Placement curriculum.
    - Encourages frequent writing assignments including weekly in-class essays and periodic research papers.
    - Presents challenging texts both in and outside the classroom.
    - Utilizes technological resources in producing and researching a paper.
  - ❖ Developmental Reading
    - Provides study and practice in strategies necessary to increase reading comprehension.
    - Applies strategies learned to various types of reading material.
    - Furthers reading as a meaningful and social activity through presentations and oral discussions.
- This course does not meet English credit requirements for graduation.
- ❖ Language Arts Lab
    - Uses an integrated approach to teach reading, writing and listening skills.
    - Focuses on individualized instruction.
- This course does not meet English credit requirements for graduation.

### **Additional Notes:**

Providing department chairs with the criteria in advance will encourage them to write out, in their own words, the course descriptions using criteria specified by state standards. This plan will be an appropriate balance between two extremes that have occurred in the past. One, either descriptions were copied verbatim from the standards or two, the school's composed descriptions lacked certain components that were outlined in the course descriptions. When the criteria are sent to the department chairs, it should specify that the descriptions are not to be worded verbatim from the standards.

### **Honors Sections of High School English**

English 9, 10, 11, or 12 Honors or any English Honors course should include an English Honors Project as an integral part of the students' experience in the course. This project should be designed to integrate knowledge, skills and concepts from the English Standards in a culminating project consisting of an individual research paper, a product that demonstrates the application of what was learned, and a formal presentation. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Although the product may be a joint effort, each presentation must be done separately.

The English Honors Project consists of an individually written research report, a major product, and an oral presentation.

- A formal individual research paper demonstrates proficiency in conducting research and writing about a chosen topic. The parameters for length, format, sources, writing style and other characteristics must be determined by the local English Department.
- A product that is a tangible creation is based on choosing, designing and developing an item related to the student's field of study. (Group projects may be appropriate if each student in the group has specific and unique responsibilities.) The product should challenge the student, showing applications of learning, and reflect that the student has spent substantial time completing it. The product can be a service that would benefit the school or the community.
- The formal presentation of the project consists of an oral presentation or speech before a panel of reviewers. The presentation should include an explanation of how learning was applied in developing the product and a discussion of lessons learned with the panel of judges.

For questions contact:

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